

# Reading Persuasive/Argumentative

Content Area: **English Language Arts**  
Course(s): **English Literacy 1, HSPA Literacy II, English /Reading**  
Time Period: **1 marking period**  
Length: **10 weeks**  
Status: **Published**

## Unit Overview

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Student will be able to use active reading and viewing strategies to comprehend persuasive texts, develop opinions and theories, and create arguments using reasoning and fact.

## Transfer

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Skills are applicable to English Language Arts class material and all classes requiring reading, development of ideas or theories, and argumentative ideas.

## Knowledge

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Students will know...

- Skills needed for independent reading fluency and comprehension
- A variety of strategies for before, during, and after reading to construct meaning
- Strategies for success on tests and other assessments
- How to identify elements of argumentation in persuasive texts and how author's use of these elements affect structure and meaning.
- How to construct an argument using fact and reasoning

## Application of Skills and Knowledge

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Student will be skilled at...

- Reading independently with fluency and comprehension
- Taking standardized tests successfully
- Identifying and using reading strategies that work for him/her to be a successful reader
- writing and presenting argument

## Academic Vocabulary

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- analysis
- author's purpose
- bias
- claims
- describe
- evaluate
- false reasoning
- logical fallacy
- persuasion
- point of view
- reasoning
- relevant
- rhetoric
- rhetorical devices
- valid

## **Target 1**

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Student will be able to independently comprehend persuasive texts.

## **Learning Goal 1**

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Student will be able to paraphrase and summarize persuasive texts.

LA.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

## **Learning Goal 2**

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Student will be able to infer meaning, including author's claims and argument, from persuasive texts.

LA.RI.9-10.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

LA.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

### **Learning Goal 3**

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Student will be able to define vocabulary in context within persuasive texts.

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| LA.RI.9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| LA.L.9-10.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  |

### **Target 2**

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Student will be able to utilize active reading strategies before, during, and after reading persuasive texts.

### **Learning Goal 4**

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Student will be able to use prior experiences and knowledge to present arguments on issues addressed in persuasive texts.

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| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
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### **Learning Goal 5**

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Student will be able to use a variety of speaking and writing strategies to enhance comprehension during and after reading of persuasive texts.

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| LA.W.9-10.2  | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| LA.SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

### **Target 3**

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Student will be able to define, identify, and analyze rhetorical devices and methods and quality of argumentation in persuasive texts.

## **Learning Goal 6**

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Students will be able to define various types of rhetorical devices and logical fallacies used in persuasive texts to present arguments.

LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## **Learning Goal 7**

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Student will be able to identify uses of rhetorical devices and logical fallacies to develop an argument in persuasive texts.

LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

## **Learning Goal 8**

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Student will be able to analyze arguments in persuasive text for valid reasoning and evidence and logical fallacies.

LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

## **Target 4**

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Student will be able to create a persuasive text using valid reasoning and rhetorical devices.

LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes

clear relationships among claim(s), counterclaims, reasons, and evidence.

## **Formative Assessment and Performance Opportunities**

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- Annotation (During Reading)
- Anticipation Guides (Before reading)
- Class Debates (During and After reading)
- Making connections to self, world, text (Before, During, After Reading)
- Reading Workshop/Focus Groups (During and After Reading)
- SOAPStone Analysis (During and After reading)
- Think-Pair-Share (Before Reading)

## **Summative Assessment**

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- Comprehension Questions modeled on standardized test of record
- Open Ended Responses (RACE and TIQE Formulas) (During and After reading)
- Persuasive Essay (After reading)
- Student Created Exam Questions (After reading)

## **21st Century Life and Careers**

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the

actions of others.

## **Accommodations/Modifications**

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When reading persuasive/argumentative texts, students will have access to the following to assist in accommodations/modifications:

- Audio books
- Ability to change reading level within a variety of web-based sources ( common lit)
- Implementation of during reading questions to check for understanding
  - allow for time to reword/clarify text
  - break in the text at appropriate times to review important details
- Follow IEP and 504 Directives
- Guided Notes / Teachers Notes

When writing persuasive/argumentative essays, students will have access to the following accommodations/modifications:

- Guided outline for paragraph formats
- Shortened requirements for length
- Access to appropriate sources

ELL Modifications:

- Use of google translate for communication as well as documents and hand outs
- Hard copies of assignments that include both the translated text and English text
- Closed captioning in native language for videos when accessible
- Allow for students to submit written assignments instead of oral presentations when appropriate

Hearing Impaired Modifications

- Use of transcripts for videos/ closed captions
- Preferential seating

Visually Impaired Modifications

- Enlarge document types as needed
- Preferential seating
- Use of audio books

## **Interdisciplinary Connections**

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- Research and discuss historical, scientific, and social aspects of articles and videos

- View and discuss informational videos related to content are of articles

## **Unit Resources**

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*Be a Better Reader*

TED Talk videos on controversial issues

Common Lit

Newsela

Scope Magazine

New York Times Upfront Magazine